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Critical Review:

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As the multicultural landscape of Canada expands, it

is imperative that Canadian clinicians develop a

stronger understanding of the evidence

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surrounding the dynamic assessment of narratives. In

evaluating the evidence,

cliniciansatives. In

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Strengths of the study included a large sample size,

strong fidelity and well described methods for

replicability. Weaknesses included the limited

geographic representation of participants from the

overall Navajo population, along with lack of detail

regarding how case and control groups were

matched. Overall, this study provides compelling

evidence that the dynamic assessment of narratives

using the PEARL is an effective and efficient

measure in identifying Navajo preschoolers with

language impairment.

Kramer, Mallett, Schneider and Hayward (2009)

conducted a case-control study to determine whether

the dynamic assessment of narratives in En glish was

accurate in identifying language learning difficulties

in First Nations students. Dynamic assessment of

narratives was completed using the Dynamic

Assessment and Intervention Tool (DAI)

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Appropriate statistical analysis revealed that the

dynamic assessment of narratives in English with

English language learning children could accurately

classify children with and without language

impairment. A combination of modifiability scores

and post-test narrative measures yielded strong

sensitivity and specificity.

Strengths of the study included the use of a compare-

control group to cross-validate findings, an

appropriate study design, and the analysis of specific

narrative and modifiability measures that best

differentiated children by language learning ability.

Weaknesses of the study included a small sample size

of language impaired children, and lack of

information regarding interrater reliability for

modifiability scales. Overall, this study provides

highly suggestive evidence that the dynamic

assessment of narratives using the DAI is an effective

measure in identifying language impairment in

English language learning children.

Pena et al. (2006) conducted a case-control study to

determine the classification accuracy of dynamic

assessment of narrative ability in culturally diverse

school-age children. Dynamic assessment of

narratives was completed using the Dynamic

Assessment and Intervention Tool (DAI).

Participants included a case group of 14 children with

language impairment, a control group of 27 children

with typical language development and a no-

treatment control group of 30 children with typical

language development. An acceptable a priori

classification system was well described.

Participants were assessed in English over four

sessions using two wordless picture books and a test-

teach-retest approach. In the test and re-test phases of

assessment, participants were instructed to generate a

story that corresponded with the pictures from one of

the wordless books. The participants spontaneous

oral narratives were recorded, transcribed and scored

for 10 aspects of narrative language according to DAI

protocol. The protocol divides narrative language

among the three subcategories of story components,

story ideas and language, and episode structure,

which combine to form the DAI total story score.

During the teach phases of assessment, examiners

administered the same scripted 30-minute mediated

learning (MLE) sessions to all participants. MLE

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rating scale. The items focused on how frequently

child behaviours occurred during the teach phase

including, responsivity to prompts, transfer of

targeted skills between cycles, attending to teaching,

ease of teaching, level of frustration, level of

disruption and overall potential to learn narrative

language. High inter-and-intra-rater reliability was

reported for all phases of testing, including

qualitative judgements of modifiability made by

examiners.

Appropriate statistical analysis revealed that a

condensed form of dynamic assessment using a retell

narrative format in English with bilingual children

could accurately classify language impairment with

high sensitivity and specificity. The best independent

indicator of classification was the participants

modifiability (response to intervention), as judged by

examiners, using an overall modifiability rating.

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2017). It is recommended that future research seeks to investigate reliability in modifiability ratings

across examiners to improve the overall validity of dynamic assessment using narratives. In addition, future research should include larger sample sizes and stronger information regarding case-control matching.

Clinical Implications

Overall, the evidence examined in this critical review